Counselor Education Department Evaluation Report: 2013-2014

Overview: Program Evaluation

Stakeholders, including current students, faculty, site supervisors, alumni, and community employers, are involved in the evaluation process. The process of evaluation consists of:

1. University reports on current students' academic progress.

2. Faculty review of professional, personal, and academic development (PPAD) and evaluations of student achievement as related to the student learning outcomes (SLOs) of the program and specialty areas.

3. Departmental surveys of current students, program alumni, site supervisors, and employers. Masters' students in their 3rd year and 1-, 3-, and 5-year program alumni are asked to provide feedback regarding their experiences in the counseling program through an exit survey and alumni survey. Respondents are asked to rate their level of preparedness on professional identity standards, program objectives, and specialty area program objectives. The exit survey and alumni survey also contain questions regarding program satisfaction. Site supervisors of 3rd year students and employers of 1-, 3-, and 5-year alumni are asked to provide feedback regarding preparedness of their supervisee/employee on professional identity standards, program objectives, and specialty area program objectives. Surveys include quantitative and qualitative measures.

4. Compilation and analysis of data from the multiple evaluation methods.

5. Annual Faculty Work Meetings to review findings, assess current status of all aspects of the programs and suggest changes/modifications in the curriculum, coursework, departmental functioning, faculty activities, student selection and retention activities, student monitoring and other aspects of existing programs.

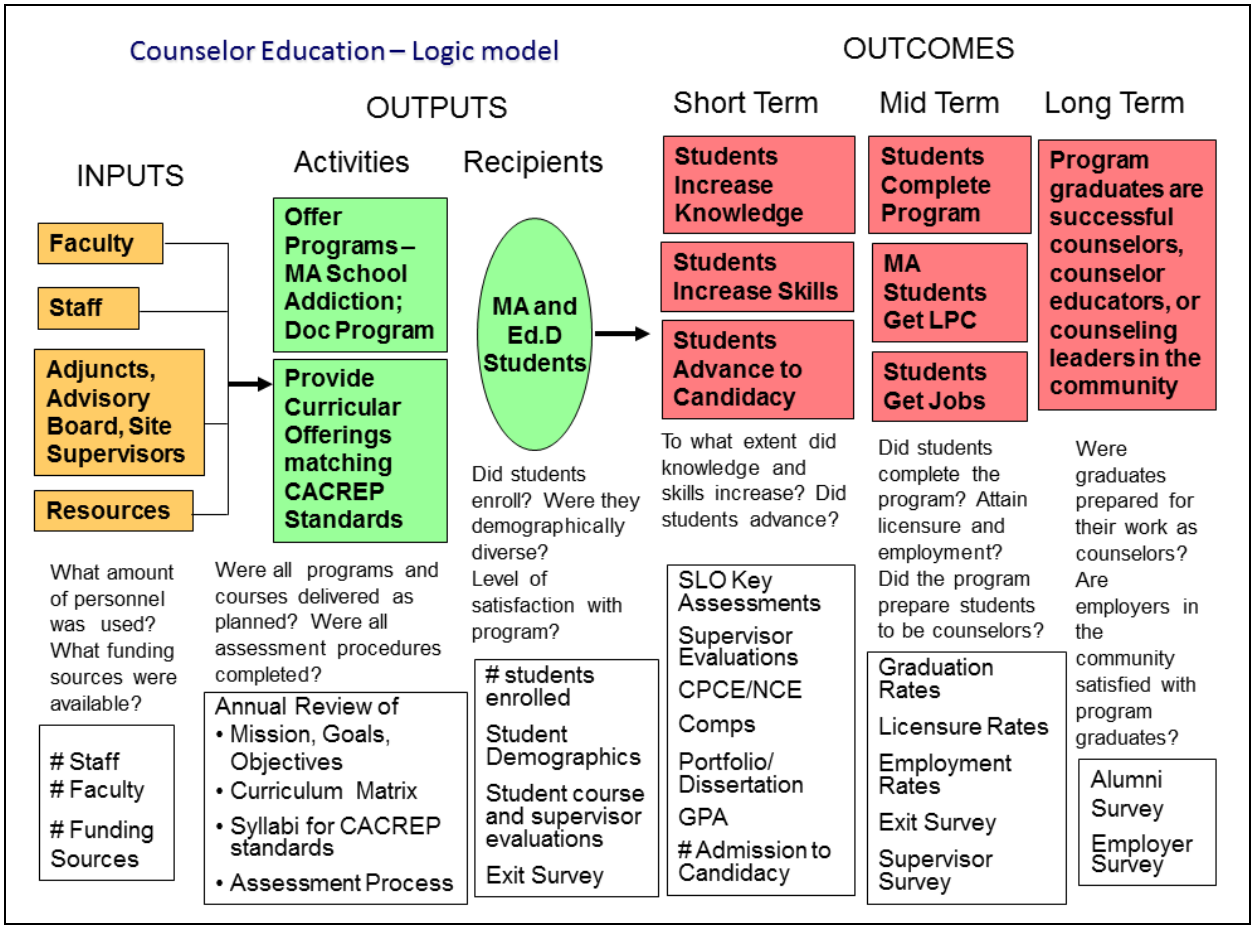
6. Generation of Annual Evaluation Report.

7. Sharing findings and suggested changes with students, administration, site supervisors, advisory board members, alumni and others interested in the Counseling Masters' and Doctoral Program at Boise State.

The Program Evaluation Process is overseen by the Chair of the Department Assessment and Evaluation Coordinator. All department faculty are participants in the evaluation process. The Evaluation Plan is systematic and ongoing from year to year. Multiple methods of assessment are used throughout the academic year. Annual assessments include evaluations of current students' academic, professional, and personal development, level of learning based on students' accomplishment of student learning outcomes, development in professional identity, including research and advocacy, ethical and legal issues, advanced counseling skills, and professional and personal growth. All faculty members evaluate the programs, curriculum, coursework, admissions process, and current student functioning. Site supervisors evaluate current students and program outcomes. Graduates are evaluated by assessing alumni knowledge of student learning outcomes and employer evaluations.

The Logic Model that guides the overall evaluation process is depicted in Figure 1.

Figure 1. LOGIC MODEL



The assessment and transition points for short term outcomes for the MA Program and Doctoral Program are depicted in Figures 2 and 3.

Figure 2. MA Program Assessment and Transition Points

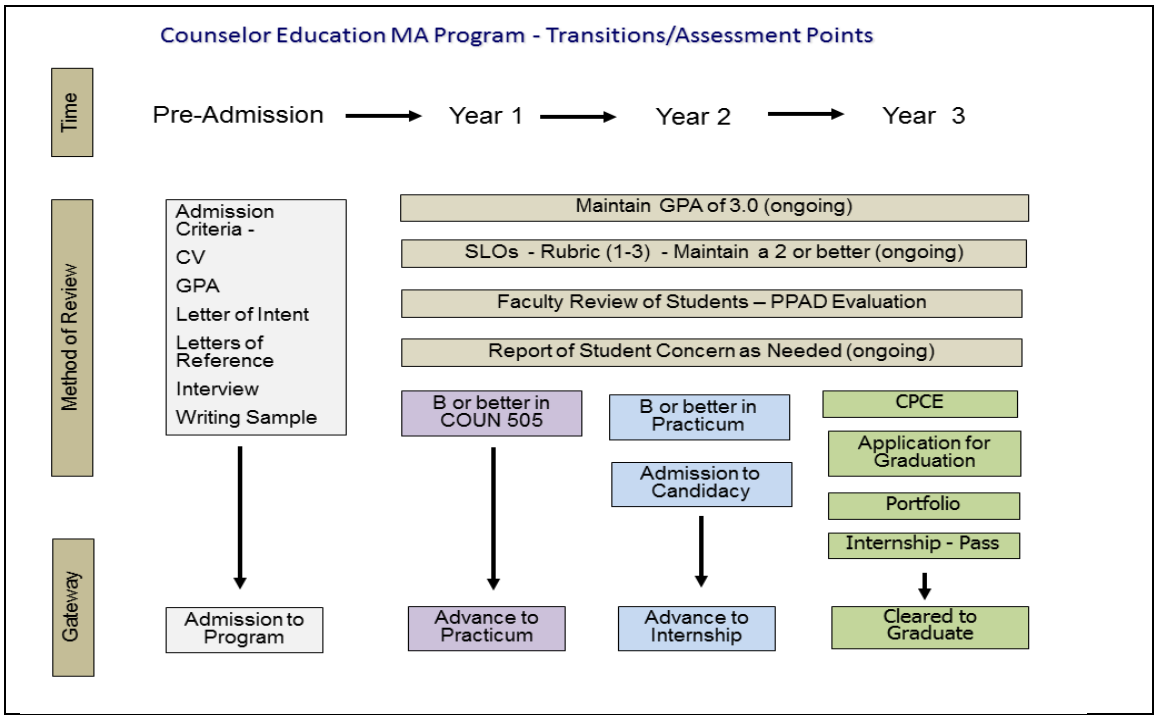


Figure 3. Doctoral Program Assessment and Transition Points

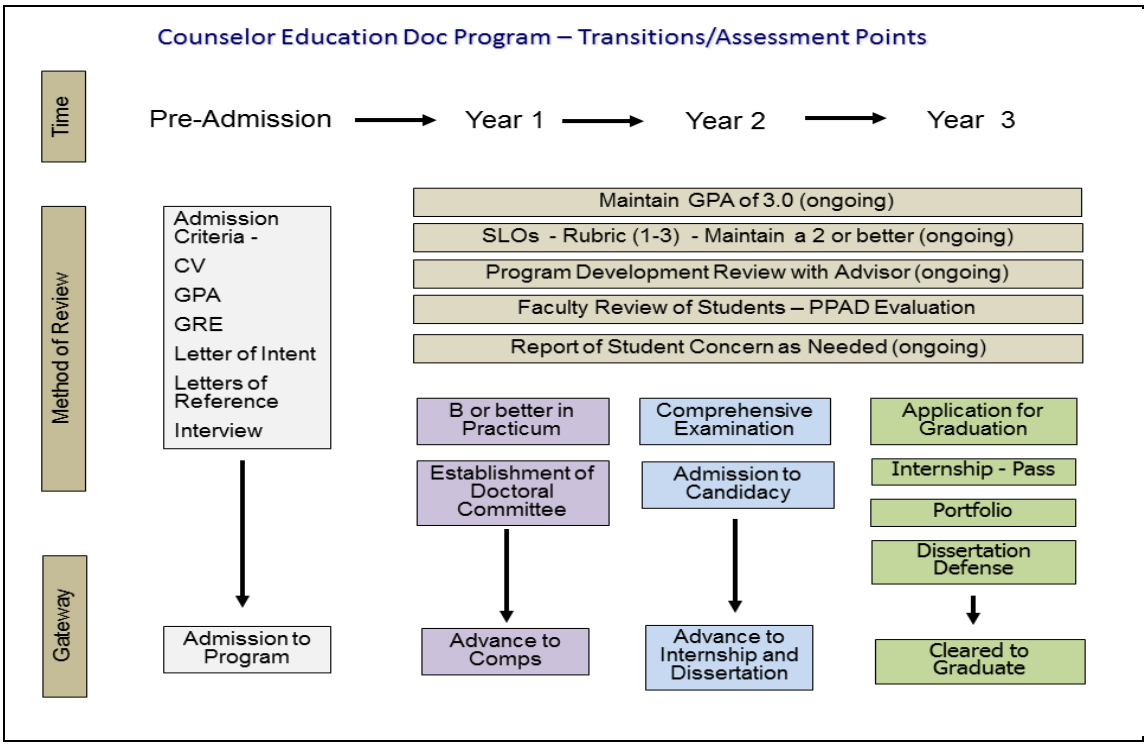


Table 1 presents the timeline used to complete the assessment.

Table 1. Evaluation Timeline

Process Evaluation		
Assessment Measure	Responsible Party	Schedule
# Students Enrolled	Chair and Advisor	September
Student Demographics	Chair and Advisor	September
Student Course Evaluations	Faculty	December; May
Student Supervisor Evaluations	Practicum and Internship Instructors	December; May
# Staff; # Faculty, # Adjuncts	Chair	February
Internal and External Funding Sources	Chair	February
Review of Mission, Goals, and Objectives	Faculty	April
Review of Curriculum Matrix	Faculty	April
Review of Syllabi	Faculty	April
Review of Assessment Process	Ass and Eval Committee Chair	April
Outcome Evaluation		
Assessment Measure	Responsible Party	Schedule
CPCE pass rate	Advisor	November
NCE pass rate	Advisor	May
Student Learning Outcomes	Faculty	December, May
Supervisor Evaluations	Practicum and Internship Supervisors	December, May
GPA	Advisor	December, May
# Admission to Candidacy	Advisor	February
Licensure Rates	Ass and Eval Committee Chair	April
Employment Rates	Ass and Eval Committee Chair	April
Exit Survey	Seminar Instructor	April
Alumni Survey	Ass and Eval Committee Chair	April
Supervisor Survey	Ass and Eval Committee Chair	April
Employer Survey	Ass and Eval Committee Chair	April
Program Development Review	Advisor	April
PPAD	All Faculty	April
Portfolio	Advisor	May
Doctoral Comps	Dissertation Chair	May
Dissertation	Dissertation Chair	May

Evaluation of Program Inputs

Faculty, Adjunct Faculty, Staff

The Department of Counselor Education has 5 full-time faculty members. Faculty workload consists of teaching, research, service, and administrative activities, with 50% of time typically devoted to teaching. Of the 22 required courses and 4 specialty area courses in the MA Program, adjunct faculty taught or co-taught 12 courses and provided practicum lab supervision. The number of courses taught by adjunct faculty was particularly high this year due to a vacant faculty line. For the Doctoral program, Counselor Education Faculty taught all of the Counselor Education and Supervision core courses and College of Education Faculty taught additional courses for the doctorate. The Department has one part time Administrative Assistant.

Site Supervisors and Advisory Board

Internship Site Supervisors continue to play an invaluable role in the education and development of our students. Site supervisors provide ratings on skill-based SLOs during the 3rd year of the MA Program, as well as completing a survey assessing Professional Identity Standards and Program Objectives.

Advisory Board members participate in the selection of MA students each year by reviewing applications and participating in applicant interviews. The Advisory Board also met to discuss the addiction emphasis curriculum, placement of SLOs within the curriculum, internship experience, and other issues specific to the addiction emphasis.

Site Supervisors and Advisory Board Members, along with current students and alumni, are also called upon to review the mission statement and program objectives. Input from these key stakeholders is used to modify the mission statement and program objectives.

Resources

There were no significant changes in appropriated funding for the program for this fiscal year. Budget requests for next fiscal year include increased funds for supervision, increased funds for CACREP fees, and a doctoral GA. These requests were not funded.

Funds were raised internally by faculty through offering CEU trainings for the community and hosting a conference through the Initiative for Play Therapy. Faculty submitted one internal grant (Teacher Education Development Grant) to support faculty research, which was awarded. The grant provided support for a program evaluation of an alcohol intervention in the Boise School District. Faculty secured an evaluation contact from DrugFree Idaho. Faculty also submitted two external grants – one private grant targeting bullying in schools (Fahs-Beck Fund for Research and Experimentation) and one federal grant targeting the reduction of underage drinking in high school seniors (NIAAA). In addition, in collaboration with community partners, faculty also plans to submit a subcontract (due June 2, 2014) to serve as the program evaluator for a SAMHSA Strategic Prevention Framework State Incentive Grant.

Evaluation of Program Outputs

Program Activities

The Counselor Education Department offered MA Programs in School Counseling and Addiction Counseling. The Department also accepted its second doctoral student in summer 2013 to the Counselor Education and Supervision Cognate in the Curriculum and Instruction Ed.D. offered through the College of Education. The Department recruited the third doctoral student this spring with courses beginning in summer 2014. The recruitment procedures were revised in 2013 and re-reviewed in 2014.

The MA and Doctoral curriculum were reviewed during faculty working meetings and bi-weekly faculty meetings. Curricular offerings are aligned with CACREP standards and SLOs and key assessments have been placed throughout the program offerings. Knowledge SLOs are generally measured in the early part of the program, whereas skill SLOs, which build upon knowledge, are generally measured in the final year of the program.

The mission, goals, and objectives of the Counselor Education Department were reviewed. The mission, goals, and objects are aligned with those of the University and the College. The mission statement and objectives for the MA Program, School Program, Addiction Program, and Doctoral Program were reviewed by current students, alumni, site supervisors, and advisory board members (N = 48) through a survey in the fall of 2014. Of these participants, 95.5% agreed with the program mission and MA Program objectives, 100% with School Program objectives and Addiction Program objectives, and 97.2 % with Doctoral Program objectives. Qualitative comments were incorporated into minor revisions, yielding the current mission statement and MA and Doctoral Program objectives.

The assessment and evaluation procedure were also reviewed this year. Minor modifications were made to the logic model to guide the assessment and evaluation process. Measures for Professional Identity Standards, SLOs, Program Objectives, Professional, Personal, and Academic Development were reviewed and revised as needed. Alumni, Supervisor, and Employer surveys were revised as needed. The doctoral portfolio was also revised to align with the Doctoral Program Objectives.

Program Recipients, Enrollment, and Retention

There are currently 56 students enrolled in the MA Counseling Program and two students enrolled in the Doctoral Program. Table 2 presents number of students by cohort year and emphasis area. Demographic diversity is presented in Table 3. Retention from orientation attendance to fall enrollment, orientation attendance to graduation, and fall enrollment to graduation are presented in Table 4. Student retention by ethnicity are reported in Table 5.

Table 2. Enrollment

Cohort	School	Addiction	Doctoral	TOTAL
2011	7	10	0	17
2012	11	5	1	17
2013	16	5	0	21
2014	N/A*	N/A*	1	1
TOTAL	34 (61%)	20 (36%)	2 (3%)	56

*MA 2014 cohort does not start until August 2014

Table 3. Student Demographics

Cohort	Gender		Ethnicity					
	Male	Female	White	Hispanic	Asian-American	African-American	Native American	Other
2011	4	13	12	1	1	1	1	1
2012	2	15	15	0	0	0	1	1
2013	3	18	18	2	1	0	0	0
TOTAL	9 (17%)	46 (83%)	45 (82%)	3 (7%)	2 (3%)	1 (2%)	2 (3%)	2 (3%)

Table 4. Enrollment and Retention Program

MA Program			
Measures	2011-2012	2012-2013	2013-2014
Retention Rate from Orientation to Enrollment	93%	88%	92%
Retention Rate from Enrollment to Graduation	84%	91%	81%
Doctoral Program			
Measures	2011-2012	2012-2013	2013-2014
Retention Rate from Enrollment to Present		100%	50%*

*Student withdrew for personal reasons

Table 5. Student Retention Rates by Ethnicity

Cohort	**Ethnicity**					
	White			Non-White		
	Enrolled	Graduated	Retention Rate	Enrolled	Graduated	Retention Rate
2009	15	13	86.7%	6	6	100%
2010	20	19	95%	2	2	100%
2011	13	12	92.3%	5	4	80%
TOTAL	48	44	**91.6%**	13	12	**92.3%**

Note. Data only reflect students who indicated ethnicity on admission documents.

Summary of Findings

The MA program has an average of 20 students per cohort with about 65% in the school program and 35% in the addiction program. Students are predominantly female (83%) and white (82%). The Doctoral program currently admits one student per year. Two of the students admitted have been female and all have been white.

The MA program aims to graduate approximately 20 students per year. In general, 25 students are admitted as faculty anticipate a 10% attrition rate from orientation to fall enrollment and an additional 10% attrition rate from fall orientation to graduation. Last year the department included an informed consent during orientation in an effort to increase retention from orientation to enrollment. Comparison of measures from 2012-2013 to 2013-2014 indicate an increase in retention from orientation to enrollment. Faculty will continue to use the informed consent procedure. Data indicate a decrease in retention from enrollment to graduation, indicating a need to focus retention efforts on fall enrollment to graduation.

Although we did not anticipate attrition from the doctoral program at this time, our second doctoral student withdrew from the program due to personal circumstances. Faculty have reviewed recruitment and retention for the doctoral program and will make modifications detailed at the end of the report in an effort to increase retention.

Student Satisfaction with Program

Student program satisfaction is measured by course evaluations, evaluations of site supervisors, and the Student Exit Survey and Alumni Survey. Results from these measures are shown in Tables 6 – 8.

Table 6. MA and Doctoral Student Course Evaluations (1-5 scale)

MA Program			
	Core Faculty	Adjunct Faculty	All Faculty
Summer 2013	4.3	4.4	4.4
Fall 2013	4.6	4.6	4.6
Spring 2014	4.8	4.6	4.7
Annual Average	**4.6**	**4.5**	**4.6**
Doctoral Program			
	Core Faculty	Adjunct Faculty	All Faculty
Summer 2013	-	-	-
Fall 2013	4.7	-	4.7
Spring 2014	5.0	-	5.0
Annual Average	**4.9**	**-**	**4.9**

Table 7. MA Student Evaluation of Site Supervisors by Emphasis Area (1-5 scale)

Area of Evaluation	**School**	**Addiction**	**All Students**
Supervision Skills	4.9	4.9	4.9
Supervisor Expertise	4.9	4.7	4.8
Overall Satisfaction with Site	5.0	5.0	5.0

Table 8. MA 3rd Year Students Satisfaction with Program (1-5 scale)

Program Area*	Mean
Faculty	**3.5**
Faculty Expertise	3.4
Faculty Accessibility	3.6
Quality of Instruction	3.4
Quality of Advising	3.3
Assistance with Licensure and Certification	3.6
Curriculum	**3.5**
Content Coverage	3.4

Course Sequencing	3.4
Course Availability	4.0
Number of Electives	3.4
Program Flexibility	3.2
Clinical Courses	**3.9**
Practicum Quality	3.6
Internship Availability	3.9
Internship Quality	4.3
3rd Year Student Overall Satisfaction	**3.6**
Alumni Overall Satisfaction+	**4.1**

*Note. *N* = 16, Response Rate = 100%; +Note. N = 20, Response Rate = 43%.

Quantitative data was supplemented by qualitative data. Qualitative data indicate overall satisfaction with quality of program faculty and the cohort model. Students also appreciated the service learning projects. Suggestions for improvement regarding faculty included maintaining consistency of expectations across faculty. Additionally, there was a trend in reporting lower levels of satisfaction with two courses: Career and Group.

Summary of Findings

Student teaching evaluations indicate MA students are satisfied with the quality of course instruction for courses taught by core faculty (*M* = 4.6) and adjunct faculty (*M* = 4.5). Similarly, doctoral student course evaluations indicate supervision with core faculty (*M* = 4.9). Student evaluation of Internship site supervisors also indicate that MA students are satisfied with the quality of supervision (*M* = 4.8-4.9) and supervision sites (*M* = 5.0).

Quantitative data from the Exit Survey and Alumni survey indicate a difference in satisfaction between 3rd year students and alumni, with 56% of 3rd year students and 86% of alumni indicating they were satisfied or very satisfied with the program and overall satisfaction rating of 3.6 for 3rd year students and 4.1 for alumni. There are several issues that may have contributed to lower ratings among 3rd year students this year, including the loss of a faculty member, changes in program and course sequencing, and change of advisors. Quantitative findings from the Exit Survey indicate current 3rd year student were most satisfied with the quality of their practicum and internship experiences and least satisfied with the quality of advising and program flexibility. Ratings on assistance with licensure and certification were higher than last year, suggesting a positive response to changes made in this area.

Evaluation of Program Outcomes

Professional, Personal, and Academic Review

All students are reviewed at least once a year to assess professional, personal, and academic development . All faculty participate in the review. Students are required to meet a standard of

professional ethical behavior, and appropriate personal behavior, as well as participate in professional and personal growth and development activities.

Faculty concerns regarding individual students were discussed at faculty meetings and students were reviewed by the faculty using the Professional, Personal, and Academic Development form (PPAD). The PPAD was developed by the faculty in 2013. Table 9 indicates average scores on the PPAD in the areas of professional, personal, and academic development by cohort.

Table 9. Faculty Ratings of Students' Professional, Personal, and Academic Development (PPAD – 1-3 scale)

	2011 Cohort	2012 Cohort	2013 Cohort	All MA Students	All Doc Students
Compliance with ACA Standard C.5	100%	100%	100%	100%	100%
Compliance with ACA Standard F.8.a	100%	100%	100%	100%	100%
Professional Development	2.6	2.4	2.1	2.3	3.0
Personal Development	2.6	2.3	2.0	2.3	3.0
Academic Development	2.7	2.5	2.1	2.4	3.0
Total PPAD	**2.6**	**2.4**	**2.1**	**2.4**	**3.0**

There were 3 students who received scores of < 2.0 on one or more of the PADD areas. Table 10 indicates the cohort, area of concern, PPAD rating, and action taken by faculty in response to the area of concern.

Faculty also review student issues at faculty meetings as needed. These discussions may also result in areas of professional, personal, and academic development and remediation/dismissal from program. There was one student whose review led to action taken by the faculty (see Table 10).

Table 10. Professional, Personal, and Academic Development Problems

Cohort	Area of Concern	PPAD Rating	Action
2013	Professional Personal Academic	1.7 1.6 1.5	Student met with advisor and received a Letter of Concern and was placed on a remediation plan. Student chose to discontinue program.
2012	Academic	1.7	Student met with advisor and received a Letter of Concern

			regarding academic progress.
2011	Professional	1.7	Student met with advisor and received a Letter of Concern and was placed on a remediation plan. Student successfully completed remediation plan and graduated from the program.
2012	Personal	N/A	Student met with advisor; student and advisor made self-care plan.

Students are also required to maintain a GPA of 3.0 or higher, achieve grades of C or better in all graduate level courses, and achieve a B or better in COUN 505 (Counseling Skills) and COUN514/516 (MA Practicum I and II), COUN614 and COUN 616 (Doc Practicum I and II), and a Pass in COUN526/528 (MA Internship I and II), COUN626 and COUN628 (Doc Internship I and II), and COUN592/692 (MA and Doc Portfolio). Doctoral students also complete a Program Development Form with the Doctoral Advisor every semester to determine expected progress in academic development.

Students are also sent a letter of concern when they receive a C in any of their coursework or dismissal from the program if retention and remediation planning are not successful and this pattern continues. Table 11 indicates the term, cohort, course where problems occurred and action taken by faculty in response to the academic problem.

Table 11. Academic Development Problems

Term	Cohort	Course	Grade	Action
Summer 2013	2011	COUN 594	F	Student Withdrawn from Program by Graduate College; Student on Prior Remediation Plan; Student Dismissed from Program
Summer 2013	2012	COUN 547	C	Second C in graduate program; Student on Prior Remediation Plan; Student Dismissed from Program
Summer 2013	2012	COUN 534	C	Student sent Letter of Concern regarding Academic Progress; Retention and Remediation Plan; Meeting with Advisor
Spring 2014	2012	COUN 516	C	Student met with Advisor and Practicum Supervisor; Student will take Practicum Intensive in Fall 2014 with plan to retake COUN 516 in Spring 2015

Summary of findings

Six students were identified by the faculty regarding fitness to remain in the program. Three of these students were on prior remediation plans. Two of these students were dismissed from the program. Two other students were required to meet with the Cohort Advisor to discuss a Remediation Plan. One additional student was asked to meet with his advisor regarding personal development. No remediation plan was necessary for this student.

There were no problems identified for our doctoral students in the areas of professional, personal, or academic development in review of GPA, course grades, the Program Development Form, or the PPAD.

CACREP Professional Identity Standards

CPCE and NCE scores were reviewed to assess knowledge and performance on Professional Identity Standards for MA students. Fall 2013 CPCE pass rates by specific identity standard area NCE pass rates and are shown in Table 12. All students who did not pass the original CPCE area were given the opportunity to take a written exam in spring 2014. All students passes all sections.

Table 12. CPCE Pass Rates by Professional Identity Standard Area

Professional Identity Standard	**Initial Pass Rate**	**Final Pass Rate**
CPCE		
Professional Orientation and Ethical Practice	100%	100%
Social and Cultural Diversity	94%	100%
Human Growth and Development	88%	100%
Career Development	100%	100%
Helping Relationships	100%	100%
Group Work	100%	100%
Assessment	100%	100%
Research and Program Evaluation	100%	100%
NCE	**Pass Rate**	
Total	95%	

Performance on key assessments in doctoral courses was reviewed to assess knowledge and performance on Professional Identity Standards for doctoral students. Ratings on key assessments by specific identity standard area are shown in Table 13. All doctoral professional identity standards were met.

Table 13. Doctoral Professional Identity Standards (1-3 scale)

Professional Identity Standard	Rating
Theories pertaining to the principles and practice of counseling, career development, group, systems, consultation, and crises, disasters, and other	2.7

trauma-causing events.	
Theories and practices of counselor supervision.	3
Instructional theories and methods relevant to counselor education.	3
Pedagogy relevant to multicultural issues and competencies, including social change theory and advocacy action planning.	2.5
Design, implementation, and analysis of quanitative and qualitative research.	2.6
Knows models and methods of instrument design.	2.9
Ethical and legal considerations in counselor education and supervision (e.g., ACA Code of Ethics, other relevant codes of ethics, standards of practice.	3

CACREP Professional Identity Standards for MA and Doctoral students are also assessed through Exit, Supervisor, Alumni, and Employer Surveys. Survey results for MA students are shown in Table 14. There are no data to date as our doctoral students are in their first and second years.

Table 14. Professional Identity Standards (1-5 scale)

Professional Identity Standards*	Mean			
	Mid-Term Outcomes		Long-Term Outcomes	
	Exit Survey (*N* = 16)	Supervisor Survey (*N* = 15)	Alumni Survey (*N* = 20)	Employer Survey (*N* = 4)
Core Average	**3.8**	**4.0**	**4.1**	**3.5**
Professional orientation and ethical practice including an understanding aspects of professional functioning	4.0	4.5	4.1	3.8
Social and cultural diversity including an understanding of the cultural context of relationships, issues, and trends in a multicultural society	3.9	4.1	4.3	3.5
Human growth and development including an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts	3.4	4.0	3.9	3.5
Career development including an understanding of career development and related life factors	3.1	3.9	3.6	3.3
Helping relationships including an understanding of the counseling process in a multicultural society	4.3	4.3	4.5	3.5
Group work including an understanding of	3.9	3.8	4.1	3.5

group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society				
Assessment including an understanding of individual and group approaches to assessment and evaluation in a multicultural society	3.7	3.9	3.8	3.5
Research and program evaluation including an understanding of research methods, statistical analysis, needs assessment, and program evaluation	4.3	3.5	4.5	3.5

*Note. Exit Survey: Response Rate = 100%; Alumni Survey: Response Rate = 43%; Supervisor Survey: Response Rate = 54%; Employer Survey: Response Rate = 67%

Qualitative indicated lower levels of satisfaction with Career and Group relative to other courses. Quantitative data, however, indicate an improvement in knowledge ratings for several areas, including professional orientation, group work, assessment, and research and program evaluation.

Summary of Findings

All MA students passed all sections of the CPCE and 95% of students passed the NCE, indicating students are demonstrating knowledge in all areas of CACREP Professional Standards in the short-term. Additionally, findings from surveys also indicate MA students are demonstrating performance in all areas of CACREP Professional Standards, with an average performance from 3.8 – 4.0 for mid-term outcomes and from 3.5 – 4.1 for long-term outcomes. Survey data indicate relative areas of weakness are in Career counseling. Doctoral Professional Identity Standards were all met.

CACREP SLOs

SLOs were measured through Key Assessments in both core and specialty courses. Performance on SLOs are rated through rubrics with a 1-3 scale (1 = Does Not Meet Standard; 2 = Meets Standard; 3 = Exceeds Standard). Students are required to achieve a minimum score of 2.0 on each SLO. Students receiving a score lower than a 2.0 on an SLO are required to complete additional assignments until the SLO is met at a level of at least a 2.0. Table 15 indicates the term, cohort, and course where the problem occurred and actions taken by the faculty. All doctoral student SLOs measured in 2013-2014 were passed.

Table 15. Academic Development Problems

Term	Cohort	Course	SLO	# of Students	Action
Summer 2013	2012	COUN 534	School A.3	1	Student revised assignment. SLO achieved at ≥2.0.
Summer 2013	2012	COUN 534	School G.2	3	Students revised assignment. SLO achieved at ≥2.0.

Summer 2013	2012	COUN 534	School I.5	7	Students revised assignment. SLO achieved at ≥2.0.
Summer 2013	2012	COUN 534	School M.1	1	Student revised assignment. SLO achieved at ≥2.0.
Summer 2013	2012	COUN 534	School M.2	1	Student revised assignment. SLO achieved at ≥2.0.
Summer 2013	2012	COUN 534	School M.3	3	Students revised assignment. SLO achieved at ≥2.0.
Summer 2013	2012	COUN 534	School M.7	1	Student revised assignment. SLO achieved at ≥2.0.
Fall 2013	2013	COUN 533	School C.4	2	One student revised assignment. SLO achieved at ≥2.0. One student left the program.
Fall 2013	2013	COUN 533	School G.3	1	Student revised assignment. SLO achieved at ≥2.0.
Fall 2013	2013	COUN 533	School O.5	1	Student revised assignment. SLO achieved at ≥2.0.
Fall 2013	2013	COUN 545	Addiction C.8	1	Student given new assignment. SLO achieved at ≥2.0.
Spring 2014	2013	COUN 512	School I.4	1	Student given new assignment. SLO achieved at ≥2.0.

Average CACREP SLOs for the MA in School Counseling, MA in Addiction Counseling, and the Doctoral Program are reported by SLO area in Tables 16 - 18.

Table 16. CACREP School Counseling SLOs (1-3 scale)

CACREP School Counseling SLOs		
Standard	**Student Learning Outcome Area**	**Score**
A.1 – A.7	Foundations - Knowledge	2.7
B.1 – B.2	Foundations - Skills	3.0

C.1 – C.6	Counseling, Prevention, and Intervention - Knowledge	2.8
D.1 – D.5	Counseling, Prevention, and Intervention - Skills	2.5
E.1 – E.4	Diversity and Advocacy - Knowledge	3.0
F.1 – F.4	Diversity and Advocacy - Skills	2.6
G.1 – G.3	Assessment – Knowledge	2.7
H.1 – H.5	Assessment - Skills	2.6
I.1 – I.5	Research and Evaluation - Knowledge	2.7
J.1 – J.3	Research and Evaluation - Skills	2.8
K.1 – K.3	Academic Development - Knowledge	2.9
L.1 – L.3	Academic Development - Skills	2.7
M.1 – M.7	Collaboration and Consultation - Knowledge	2.6
N.1 – N.5	Collaboration and Consultation - Skills	2.7
O.1 – O.5	Leadership - Knowledge	2.9
P.1 – P.2	Leadership - Skills	2.5

Table 17. CACREP Addiction Counseling SLOs (1-3 scale)

CACREP Addiction Counseling SLOs		
Standard	**Student Learning Outcome Area**	**Score**
A.1 – A.10	Foundations - Knowledge	2.8
B.1 – B.2	Foundations - Skills	2.7
C.1 – C.8	Counseling, Prevention, and Intervention - Knowledge	2.9

D.1 – D.9	Counseling, Prevention, and Intervention - Skills	2.6
E.1 – E.4	Diversity and Advocacy - Knowledge	2.6
F.1 – F.3	Diversity and Advocacy - Skills	2.8
G.1 – G.4	Assessment – Knowledge	2.8
H.1 – H.5	Assessment - Skills	2.6
I.1 – I.3	Research and Evaluation - Knowledge	2.9
J.1 – J.3	Research and Evaluation - Skills	2.8
K.1 – K.4	Diagnosis - Knowledge	2.8
L.1 – L.2	Diagnosis - Skills	2.6

Table 18. CACREP Doctoral Program SLOs (1-3 scale)

CACREP Doctoral Standards Counselor Education and Supervision SLOs		
Standard	**Student Learning Outcome Area**	**Score**
A.1 – A.4	Supervision - Knowledge	3.0
B.1 – B.2	Supervision - Skills	3.0
C.1 – C.3	Teaching - Knowledge	2.8
D.1 – D.3	Teaching - Skills	3.0
E.1 – E.4	Research and Scholarship - Knowledge	2.8
F.1 – F.6	Research and Scholarship - Skills	---
G.1 – G.4	Counseling – Knowledge	2.9
H.1 – H.3	Counseling - Skills	2.7

I.1 – I.4	Leadership and Advocacy - Knowledge	2.5
J.1 – J.2	Leadership and Advocacy - Skills	3.0

Summary of Findings

SLO ratings indicate students are meeting the student learning outcomes in both the school and addiction emphasis. Several students did not meet the cutoff score for school SLOs and remediation of the SLOs resulted in satisfactory achievement of the SLOs. One student did not meet an addiction SLO and remediation also resulted in satisfactory achievement. Close examination of the failed school SLOs indicated a need to change how the SLOs were measured. There are no issues, to date, with our doctoral student achieving SLOs.

Program Objectives

The Counselor Education Department has established Program Objectives for the MA and Doctoral Program. MA objectives are in the areas of Professional Identity, Ethical and Legal Issues, Advanced Counseling Skills, and Professional and Personal Growth and Wellness. Doctoral objectives are in the areas of Professional Identity, Counselor Education and Supervision, Counseling Practice, and Counseling Research.

Program Objectives are measured by performance in Portfolio, which is the program capstone experience for both the MA and Doctoral Programs. Average scores on the MA program objectives are shown in Table 19. To date, no doctoral students have enrolled in Portfolio.

Table 19. Program Objectives Measured by Performance in Portfolio (1-3 scale)

Program Objectives – Short-Term Outcomes	Mean
Professional Identity	**2.5**
Mastery of core counseling knowledge necessary for licensure, certification, and counseling practice in a multicultural and pluralistic society	2.8
Identification of a guiding theory of counseling that will serve as a foundation for counseling and demonstrate knowledge of the techniques/ procedures, processes, cultural applications, and limitations of the guiding theory	2.4
Development of a counselor identity including holding membership in professional counseling organizations, attaining certifications and licensure within the counseling profession, and advocating for policies, programs, and services that are equitable	2.5
Use the research literature to enhance counseling practice and develop, manage, and evaluate counseling practice through action research and program evaluation	2.4
Ethical and Legal Practice	**2.4**
Identifying an ethical decision making model that will serve as a guide for navigating ethical issues that arise in practice Use of ethical decision making in counseling practice	2.4
Use of ethical decision making in counseling practice	2.4

Advanced Counseling Skills	**2.3**
Advanced counseling skills and the ability to work with students and/or clients from diverse backgrounds for a variety of presenting problems and developmental issues utilizing individual and group interventions	2.2
Theoretical case conceptualization, the ability to formulate counseling goals, and the use of counseling skills consistent with theoretical orientation	2.4
Development and maintenance of culturally responsive counseling relationships	2.4
Professional and Personal Growth and Wellness	**2.4**
Developing a plan for professional and personal growth and wellness	2.5
Recognizing one's own strengths and limitations through participation in counseling supervision and professional and personal development activities	2.4
Participating in seminars, workshops or other activities that contribute to professional and personal growth	2.3
Average Program Objectives	**2.4**

Program objectives for the MA Program, specialty area programs (School and Addiction), and Doctoral program objectives are also assessed through Exit, Supervisor, Alumni, and Employer Surveys. Survey results for the MA program are shown in Table 20 – 22. There are no data to date as our doctoral students are in their first and second years.

Table 20. MA Program Objectives (1-5 scale)

Program Objectives*	Mean			
	Mid-Term Outcomes		Long-Term Outcomes	
	Exit Survey (*N* = 16)	Supervisor Survey (*N* = 15)	Alumni Survey (*N* = 20)	Employer Survey (*N* = 4)
Professional Identity	**4.0**	**4.0**	**4.3**	**4.7**
Mastery of core counseling knowledge necessary for licensure, certification, and counseling practice in a multicultural and pluralistic society	4.1	4.1	4.5	4.5
Identification of a guiding theory of counseling that will serve as a foundation for counseling and demonstrate knowledge of the techniques/ procedures, processes, cultural applications, and limitations of the guiding theory	3.7	4.1	4.4	4.5
Development of a counselor identity including holding membership in professional counseling organizations, attaining certifications and licensure within the counseling profession, and advocating for policies, programs, and services	4.2	3.9	4.1	4.8

that are equitable				
Use the research literature to enhance counseling practice and develop, manage, and evaluate counseling practice through action research and program evaluation	4.0	3.9	4.2	4.8
Ethical and Legal Practice	**4.3**	**4.7**	**4.7**	**5.0**
Identifying an ethical decision making model that will serve as a guide for navigating ethical issues that arise in practice Use of ethical decision making in counseling practice	4.4	4.7	4.7	5.0
Use of ethical decision making in counseling practice	4.3	4.7	4.7	5.0
Advanced Counseling Skills	**3.9**	**4.1**	**4.3**	**4.6**
Advanced counseling skills and the ability to work with students and/or clients from diverse backgrounds for a variety of presenting problems and developmental issues utilizing individual and group interventions	3.8	4.1	4.4	4.8
Theoretical case conceptualization, the ability to formulate counseling goals, and the use of counseling skills consistent with theoretical orientation	3.9	4.0	4.1	4.5
Development and maintenance of culturally responsive counseling relationships	4.0	4.1	4.3	4.5
Professional and Personal Growth and Wellness	**4.1**	**4.1**	**4.3**	**5.0**
Developing a plan for professional and personal growth and wellness	4.0	4.0	4.1	5.0
Recognizing one's own strengths and limitations through participation in counseling supervision and professional and personal development activities	4.1	4.2	4.4	5.0
Participating in seminars, workshops or other activities that contribute to professional and personal growth	4.2	4.1	4.4	5.0
Average Program Objectives	**4.0**	**4.1**	**4.3**	**4.8**

*Note. Exit Survey: Response Rate = 100%; Alumni Survey: Response Rate = 43%; Supervisor Survey: Response Rate = 54%; Employer Survey: Response Rate = 67%

Table 21. School Program Objectives (1-5 scale)

School Program Objectives	Mean			
	Exit Survey (*N* = 9)	Supervisor Survey (*N* = 8)	Alumni Survey (*N* = 16)	Employer Survey (*N* = 3)
Understand professional issues specifically related to school counseling	4.0	4.1	4.0	4.7
Provide classroom guidance to promote the academic, career, and personal/social development of students	4.0	4.3	3.5	4.3
Assess student's strengths, needs, and barriers that impeded development, with attention to uniqueness in cultures, language, values, backgrounds, and abilities	4.2	4.4	3.6	5.0
Consult with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development	3.9	4.4	3.8	4.7
Use peer helping strategies in the school counseling program	3.6	4.3	3.2	3.3
Participate in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program	4.3	3.9	4.1	4.3
Plan and present school counseling-related educational programs for use with parents and teachers	3.6	3.6	3.5	4.0
Counsel clients in your area of specialization (e.g. elementary-aged children, adolescents)	4.1	4.3	4.2	5.0
Average School Objectives	**4.0**	**4.2**	**3.7**	**4.4**

Table 22. Addiction Program Objectives (1-5 scale)

Addiction Program Objectives	Mean			
	Exit Survey (*N* = 9)	Supervisor Survey (*N* = 11)	Alumni Survey (*N* = 8)	Employer Survey (*N* = 2)
Understand professional issues specifically related to addiction counseling	3.3	4.1	3.1	3.0

Use principles and practices of diagnosis, treatment, referral, and prevention of substance use disorders and co-occurring disorders to initiate, maintain, and terminate counseling.	3.2	4.0	3.5	3.0
Counsel clients with addiction and co-occurring disorders	3.2	4.2	3.4	3.0
Conduct an intake interview, a mental status evaluation, a bio-psycho-social history, a mental health history, and a psychological assessment for treatment planning	3.9	4.2	3.8	1.5
Screen for withdrawal symptoms, aggression and danger to self and/or others, as well as co-occurring disorders	3.3	3.8	3.4	2.5
Use diagnostic tools, including the current edition of the DSM and ASAM criteria, to describe the symptoms and clinical presentation of clients with substance use disorders and co-occurring disorders	3.1	4.0	3.6	2.5
Counsel clients in your area of specialization (e.g. adolescents, adults)	3.0	4.2	3.5	5.0
Average Addiction Objectives	**3.3**	**4.1**	**3.5**	**3.0**

Summary of Findings

Findings from Portfolio indicate students are achieving short-term Program Objectives with an average performance of 2.4 (on a 3-point scale). Findings from the surveys (ratings on a 5-point scale) also indicate students are achieving Program Objectives, with an average performance from 4.0 – 4.1 for mid-term outcomes and from 4.3 – 4.8 for long-term outcomes for MA Program Objectives, from 4.0 – 4.2 for mid-term outcomes and from 3.7 – 4.4 for long-term outcomes for School Program Objectives, and from 3.3 – 4.1 for mid-term outcomes and from 3.0 – 3.5 for long-term outcomes for Addiction Program Objectives.

In general, 3rd year student scores on the School Program Objectives were higher than last year, with relative areas of weakness in using peer helping strategies and providing educational programs. Areas of relative weakness for the Addiction Program Objectives include screening for withdrawal, aggression, danger, and co-occurring disorders. Employer survey scores were quite low for the Addiction Program. With a sample size of n = 2 it is difficult to determine if this is related to specific students, specific supervisors, or to training issues.

The Exit, Supervisor, Alumni, and Employer Surveys were determined as satisfactory tools for measuring Program Objectives. Faculty supported the continued use of these surveys. Although the sample size and response rates were acceptable for the Exit, Supervisor, and Alumni Survey, the sample size was low for the Employer Survey.

Admission to Candidacy, Graduation, Licensure, and Employment as a Counselor

Of the 19 MA students who enrolled in the program in 2010, 17 (90%) applied for admission to candidacy. Program and university records were used to determine the graduation rate. Graduation rate was calculated as percent of students graduating of those who started the program. Licensure and employment rates were gathered through the Alumni Survey. Graduation, licensure, and employment rates for MA students are shown in Table 23.

Table 23. Graduation, Licensure, and Employment Rates

Number of Graduates 2014 (2011 Cohort)	Number of Graduates from Diverse Backgrounds 2014	Graduation Rate 2011 Cohort	Licensure Rate 2006, 2008, 2010 Cohorts (*N* = 20)	Employment as a Counselor 2006, 2008, 2010 Cohorts (*N* = 20)
17	4	90%	95%	80%

To date, no doctoral students have applied for Admission to Candidacy or graduated.

Summary of Findings

Although the MA program did not meet the target of graduating 17 students, the graduation rate (90%) was high. The reported licensure rate for alumni (95%) is high. Although a rate of 80% for employment is acceptable, faculty agreed to a target rate of 90%. Of the 4 alumni who reported that they are not employed as a counselor, 3 were in the school emphasis area.

Use of Findings to Inform Program Modifications

Suggestions and modifications were reviewed during bi-monthly faculty meetings and faculty CACREP working meetings. Upon review of the program and data collected, faculty recommended the following:

1. The revised mission statement and program objectives were sent to key stakeholders for review. The majority of those surveyed agreed with the mission statement and program objectives. Minor modifications were made based on feedback.

2. Faculty reviewed the decision to limit practicum client contact to the Counselor Education Practicum Lab. Supervision of the lab time was increased to accommodate this change. Additional funding for Practicum Lab supervision was requested for the 2013-2014 budget and was not approved. Additional funding was again requested for 2014-2015 and was not approved. Faculty will discuss alternative ways to obtain resources for supervision, including the possibility of course fees for practicum.

3. Faculty reviewed the CPCE pass/fail criteria. Faculty decided to retain the current standard of passing score $\geq$ 1 SD below the national mean. Faculty also discussed the process of CPCE retake for sections failed and determined to keep written exam, but to move from February to December.

4. Faculty reviewed the enrollment and retention of students from diverse backgrounds. Although retention of students from diverse backgrounds was lower for the 2011 cohort, relative to the two prior cohorts, the program graduated twice as many students from diverse backgrounds than the prior year. Additionally, examination of actual numbers indicates that only one student from a diverse background dropped out of the program, although the attrition rate is 80% (4 out of 5 were retained). Preliminary figures for enrollment for the 2104 cohort indicate 15% are non-White, similar to the prior two years. Faculty agreed to continue current plan for recruiting and retaining students from diverse backgrounds.

5. In light of the withdrawal from a doctoral student from the program, faculty reviewed the recruitment and retention of doctoral students. Faculty developed an informed consent procedure which is handed out during the interview process and signed at admission to clarify expectations and increase retention. Faculty also developed a new recruitment procedure which was implemented in fall 2013. Upon evaluation of this procedure, faculty made modifications that included advertising for the program in addition to inviting specific candidates to apply. This will be implemented in fall 2014.

6. Faculty reviewed the current assessment and evaluation plan and agreed that is satisfactory.

7. The sample size for the Employer Survey (n = 4) was quite low, although the response rate (67%) was greatly improved from last year's rate (22%). Faculty discussed modifications including revising the Alumni Survey to make the rationale for providing contact information for the employer clearer.

8. Faculty reviewed methods of grading and SLO ratings using rubrics. Faculty made the decision not to tie SLO rating to grades, but to assign points to assignments independently from the SLO rating. Modifications were made for the 2014-2015 academic year and were approved as a standardized rubric assessment method.

9. Faculty reviewed the process of evaluating Program Objectives. Faculty agreed that the assessment of MA and Doctoral Program Objectives is satisfactory.

10. In 2012, faculty identified a need for a more formalized process of systematically reviewing each student's professional, personal, and academic development. Faculty piloted the PPAD in spring 2013 and found it satisfactory. Faculty discussed the best timing for implementation of the PPAD and made the decision to implement the PPAD earlier in the spring semester to leave time to address concerns prior to the end of the academic year. This procedure was used in spring 2014 and was considered satisfactory. Faculty supported the continued use of the PPAD process to monitor students' professional, personal, and academic development.

11. Based on curriculum review and survey data, faculty will consider and/or make the following revisions to the curriculum:

    a. Based on review of the standards and attendance at sessions at the ACES conference, faculty reviewed the placement and content related to the Professional Identity Standard II.3.g. Faculty agreed to increase content related to other addictive behaviors in CON 550, COUN 547, and COUN 548.

b. Several students did not meet the cutoff score for school SLOs and remediation of the SLOs resulted in satisfactory achievement of the SLOs. Close examination of the failed SLOs indicated a need to change how the SLOs were measured. Revisions were made in COUN 533 and COUN 534.

c. Survey data indicate Assessment and Measurement and Career as relative areas of weakness relative to other core courses. The following recommendations for modification were made by the faculty:

    i. The Department Chair met with the instructor for COUN 504 (Assessment and Measurement) to discuss a revision of course content to include a broader range of assessments and the purchase of new assessment tools so students will gain more familiarity and comfort with those measurement tools.

    ii. Maintain revision of COUN 507 (Career) to offer it as an online course and move the service learning component with refugee families to COUN 509 for a better fit for course content – review next assessment period for further revision.

d. Survey data indicated a need for more training in screening for withdrawal, aggression, danger, and co-occurring disorders within the Addiction Program. Faculty revised content of COUN 548 (Assessment and Intervention) to include more screening information and encourage school emphasis area students to take COUN 548 as an elective if they are interested in assessment and treatment of addiction.

e. Survey data indicated a need for more training in the areas of using peer helping strategies and providing educational programs to teachers/parents within the School Program. Faculty discussed that course content and assignments have been revised. Faculty will continue to evaluate.

f. Review of the Doctoral program curriculum resulted in the following changes:

    i. Addition of COUN 612 to assess research SLOs.

    ii. Revise placement of Doctoral SLOs I.5 and J.2 from Advanced Career Counseling to Advanced Culturally Aware Counseling.

    iii. Revision of COUN 624, Advanced Supervision – title change to Advanced Supervision and Consultation and content change to increase emphasis and focus on consultation models and application.

    iv. Change order of courses in Program of Study – COUN 609, Advanced Culturally Aware moved from Spring Year 2 to Spring Year 1; COUN 6511, Advanced Family Systems moved from Spring Year 1 to Spring Year 2, COUN 612 moved from Fall Year 1 to Spring Year 2.